So far, you have read about the tools you will use on the job, a little bit of theory about how online teaching is supposed to operate, and the role of the facilitator/teacher. Another part of implementing an online curriculum is critically evaluating work tasks using these tools and planning how you want to approach online education. You evaluate how well your experience with online courses matches the expected outcomes for learners who take that course. At the completion of your course, are learners ready for the next part of the curriculum? Do you think that students were prepared to take your course—both in their knowledge of the discipline and their ability to complete course objectives online? Your daily work is a good measure of the curriculum’s strengths and weaknesses.

If an online curriculum is effective, most learners coming into your online course are prepared both to work online with this level of
technology and to learn new concepts that bridge effectively from what has been learned in previous courses. If you find that most of your daily work revolves around remedial work for the majority of class members, the structure of the curriculum is weak. Somewhere in the linear arrangement of courses, either more skills development is needed earlier, or perhaps course content needs to be modified in one or more courses. Perhaps a prerequisite course needs to be identified.

Of course, many factors may lead to learners being unprepared to take your course. Poor teaching methods, ineffective materials, a flaw in the curricular design, learners’ difficulty in mastering basic concepts and skills—these are just a few possible reasons indicating a need for remedial work as students enter your course. Also, some learners know how to work the educational system so that they pass course after course without truly mastering anything. However, by monitoring your workload and the types of tasks each time you teach the same course, you have a good idea of the entry-level skills and knowledge needed for success in your course and if students usually arrive prepared to take the course.

You may receive feedback from former students about the effectiveness of your course’s materials and activities in preparing learners for subsequent classes they took. Getting feedback after students have gone to the next sequence of classes gives you a better idea of the effectiveness of your course within the curriculum.

Understanding the daily tasks of online teaching helps you not only plan your weekly schedule, but it also can help you monitor the health of the curriculum and be able to suggest improvements in curriculum redesign.

**Daily Teaching Tasks**

Online teaching is just as detail oriented as teaching on site. You still have to maintain files, solve problems, communicate frequently with learners, and oversee their progress. These tasks take up the majority of your typical teaching week. Although you may have an entire course prepared on a Web site and not have as much day-to-day content preparation as on-site teachers, you still have to discuss the current learning module and guide learners through it.
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